



2015-2016 District Nominee Presentation Form

CERTIFICATIONS

District's Certifications

The signatures of the district superintendent on the next page certify that each of the statements below concerning the district's eligibility and compliance with the following requirements is true and correct to the best of the superintendent's knowledge.

1. The district has been evaluated and selected from among districts within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
2. The district is providing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
3. OCR has not issued a violation letter of findings to the school district concluding that the nominated school district has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
4. The U.S. Department of Justice does not have a pending suit alleging that the school district has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
5. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school district in question; or if there are such findings, the state or school district has corrected, or agreed to correct, the findings.
6. The district meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education Green Ribbon Schools 2015-2016 District Sustainability Award

Name of Superintendent: **Dr. Timothy Wade**

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

District Name: **The School District of Jenkintown**

(As it should appear on an award)

Address: **325 Highland Avenue, Jenkintown, PA 19046**

Telephone: **215-885-3722 extension 110** Fax: **215-885-2090**

Web site/URL: **www.jenkintown.org** E-mail: **wadet@jenkintown.org**

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

A handwritten signature in black ink that reads "Timothy R. Wade".

Date: 1/19/16

(Superintendent's Signature)



Nominating Authority’s Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the district’s eligibility and compliance with the following requirements is true and correct to the best of the Authority’s knowledge.

- 1. The district is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
- 2. The district meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: **Pennsylvania Department of Education**

Name of Nominating Authority: **Mr. Pedro Rivera**

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

Date: 1/22/2016

(Nominating Authority’s Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE’S ACHIEVEMENTS

Provide a coherent summary that describes how your district is representative of your jurisdiction’s highest achieving green school efforts. Summarize your strengths and accomplishments, being sure to cover equally all three Pillars. Then, include concrete examples for work in every Pillar and Element. Only districts that document progress in every Pillar and Element can be considered for this award.

SUBMISSION

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to ed.green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: March 31, 2018

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.



PENNSYLVANIA GREEN RIBBON SCHOOL APPLICATION FORM

School Contact Information

School District Application
 School Application

School Name (for building application): The School District of Jenkintown
Street Address: 325 Highland Ave
City, State, Zip: Jenkintown Pa 19046
School Website: www.jenkintown.org

School District (if applicable): The School District of Jenkintown
Street Address: 325 Highland Ave
City, State, Zip: Jenkintown, Pa, 19046
District Website: www.jenkintown.org

Principal: Mr. Thomas Roller
Principal Email: rollert@jenkintown.org **Principal Phone:** 215 885 3722
Superintendent: Timothy Wade
Superintendent Email: wadet@jenkintown.org **Superintendent Phone:** 215 885 3722
Lead Applicant Name: Timothy Wade
Lead Applicant Email: wadet@jenkintown.org **Lead Applicant Phone:** 215 885 3722

School District AUN Number: 123463803 School Building Number: 8049

School Type: Public Private/Independent Charter Magnet
School Description: Urban Suburban Rural
School Level: Elementary Middle High School

Number of schools at each level and enrollment (for district application):

1 Elementary
 1 Middle
 1 High School
 630 Total Enrollment

Disadvantaged Households Certification:

Does your school/district serve 40 percent or more students from disadvantaged backgrounds?
(i.e., Students who are eligible for free and reduced-price school meals, students with disabilities, students who are limited English proficient, migrant, or receiving services under Title I of the Elementary and Secondary Education Act)
 Yes No

By checking all of the statements below, the school district superintendent certifies that each of these statements is true concerning the school district's eligibility and compliance with noted requirements:

- The school district's configuration includes one or more buildings with Grades PK-12.
- The school district is not refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
- OCR has not issued a violation letter of findings to the school district concluding that the school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
- The U.S. Department of Justice does not have a pending suit alleging that the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
- There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school district in question; or if there are such findings, the school district has corrected, or agreed to correct, the findings.
- The school district meets all applicable federal, state, local, and tribal health, environmental and safety requirements in law, regulations, and policy, and is willing to undergo an EPA on-site verification.

SUMMARY NARRATIVE

Provide a 1,500-word maximum narrative describing your school or district's efforts to reduce environmental impact and operating costs; improve student and staff health; and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships. Use the bullets below as a guide to frame your narrative and include relevant information that the reviewers are looking for during their evaluation of your application. If your school or district is selected as a Green Ribbon School, this summary will be used in ED-GRS publications and publicity. Please ensure this narrative is comprehensive and addresses your strengths in all three pillars. Remember, this narrative is where you can make your program shine for all to read about your efforts and initiatives.

- Is your school or district participating in a local, state or national school program, such as the U.S. Environmental Protection Agency's ENERGY STAR Portfolio Manager, Eco-Schools USA, Project Learning Tree GreenSchools! or others that ask you to benchmark progress in some fashion in any or all of the Pillars?
- Has your district, school, staff or student body received any awards for facilities, health or environment?
- Has your school or district sought or achieved Leadership in Energy and Environmental Design (LEED), Collaborative for High Performing Schools (CHPS), Green Globes or other green building standards? What certificate or level has your school obtained?
- Do you use the Federal High-Performance Sustainable Buildings Checklist in Portfolio Manager to assess the school building(s)?
- What efforts have you made to reduce environmental impact and costs?
- How have you improved student and staff health?
- How have you provided effective environmental and sustainability education?
- What are your unique and innovative practices and partnerships?

Insert narrative here:

In the spring of 2015, the School District of Jenkintown was honored to receive the State of Pennsylvania's nomination to be a US Green Ribbon School. Since then, we have redoubled our efforts to reduce our environmental impact and promote the health and well-being of our students and staff in ways that are not only fiscally responsible, but also provide ample educational opportunities for our students and community.

To encourage interest in a student led Eco-Action team, parents, Aramark, teachers and the administration participated in a half day field trip to an Aramark facility that serves the Philadelphia Eagles. The group was introduced to a recycling plan used by the professional football team at their Lincoln Financial Field. Students and staff were very impressed and left the field trip very motivated. As a result, the students on the trip encouraged other students to participate.

As of the 2015-2016 academic year, the Elementary School and the Middle School/High School are both registered participants of the National Wildlife Federation's Eco-Schools USA program. With the intention of participating in one to two pathways per year, the Middle School/High School (MS/HS) has started the year by performing a comprehensive waste audit. Science students helped to collect, sort and measure the waste generated by the school in a 24-hour period. The statistics classes are now analyzing the data collected, and the student-led Eco-Action Team will be using the data to formulate an Eco-Action plan with the goal of diverting as waste away from the landfill stream as possible. The Elementary School will initiate a similar project on December 16, 2015. Both schools intend to repeat the audit at the end of the school year to compare results, measure improvements and re-assess opportunities for greater success.

In the meantime, several projects on campus have already resulted in a reduction of our environmental impact. The installation of a Rain Garden adjacent to a new outdoor basketball court ensures that the run-off from the adjacent paved area is maintained on property, reducing erosion and possible flooding of neighboring fields and yards. The Jenkintown School District's Home and School Sustainability Committee collaborated with our facility manager, Aramark, to host a native planting project during this year's Green Apple Day of Service event. Thanks to their guiding hand and the efforts of the Middle School Football team, the garden now boasts several pollinator-friendly plantings with signage identifying each species.

Additional measures to reduce erosion and storm water runoff were taken at our playground baseball field. An engineering study was done in conjunction with Jenkintown Borough engineers to correct drainage issues with the formerly clay infield. After extensive regrading, the infield was covered with a pervious substrate to prevent any future erosion. In the spring of 2016, the school district will be in the last phase of planning to redesign the upper field and add infiltration to the design for storm water runoff.

Inside the buildings, recent improvements have resulted in increased energy efficiency. An ongoing interior door refurbishment project has improved the thermal efficiency of every classroom within the elementary school thus far. In addition, the replacement of drafty windows within the MS/HS locker rooms with insulated panels and higher R-value window units has drastically improved the temperature and energy loss formerly experienced in these areas. The district is planning to replace all classroom fluorescent lights with LED lights. Work is planned for completion in the summer of 2016.

These efforts, combined with a move in the 2013-2014 academic year to provide Chromebooks for all fifth through 12th graders and moving to a Google-based academic platform, thereby reducing printing and copying needs, have resulted in a 10% reduction in electrical consumption (see attached Jenkintown CCR 2013-2015 Utilization Report).

Several other initiatives have focused more directly on student and staff health. A recent Green Apple Day of Service project produced classroom kits for each of the elementary school classrooms, and the art and science classrooms in the Middle School/High School. Each kit, assembled by the Middle School Soccer team, included two plants known for their VOC eliminating properties, a bottle of vinegar and water and recycled, reusable rags for non-toxic surface cleaning. Additionally, our Walk to School Week event focuses on the health benefits of regular exercise, while also bringing awareness to air pollution and energy issues. Local businesses (all within walking distance of the school) get involved by donating a gift certificate to be raffled off to a lucky student who had walked or biked to school that day. Moreover, our annual Jog-a-Thon serves as a major fundraiser while turning every elementary child into an athlete for a cause. Letter writing is incorporated into classroom and homework activities, as the children set goals for themselves for number of laps to be run.

The teachers throughout the year introduce each environmental initiative to the students. Students become part of the initiatives such as bringing students into the school garden to discuss the source of food and how to manage and protect the environment. For example grade six and seven students use the school garden as an outdoor laboratory to enhance their science lessons. Parent volunteers are encouraged to speak with students about how insects help the environment and the part insects play in food production. Students are taught not just what we need to do to preserve the environment but also why, on a continuous basis.

The district installed a photovoltaic array on the roof of the school. The high school environmental classes and physics classes use the data provided by the program, as part of the instructional program.

Instrumental to our success in these efforts has been our partnership with several outside organizations and programs. The Tookany/Tacony Frankford Watershed Partnership has supplied information regarding appropriate plantings for the Rain Garden and provided education to the students and community at our Green Apple Day of Service events. Our own Home and School Sustainability Committee has organized this event and Earth Day activities to bookend each academic year with environmental initiatives important to our campus and students. In addition, the Jenkintown Borough Environmental Action Committee has supported our efforts to convert an overgrown and underutilized plot of land on our property into a schoolyard habitat, filled with native species, pollinator-friendly and fruit-bearing plants. This new area, aptly named Imagination Grove, will serve as an outdoor classroom and meditation space, while demonstrating to the community at large how to transform their own properties with environmental stewardship in mind. However, it is our partnership with Eco-Schools USA that has us most excited, as we initiate the first of their ten pathways to sustainability. Having the framework of this program to guide us from year to year ensures a variety of educational opportunities for our students, staff and community with the consistency of a seven-step process for each pathway. As such, we are confident that the success of our efforts to reduce our environmental impact and operating costs, improve our student and staff health and well-being, and prepare our students with effective environmental and sustainability education will continue to build with each coming year.

PILLAR ONE: REDUCED ENVIRONMENTAL IMPACT

Element 1A: Energy Conservation and Efficiency

Provide a 1,500-word maximum narrative of how your school or district has promoted energy conservation and improved energy efficiency, as well as reduced greenhouse gas emissions. Below are guiding questions to help frame your narrative.

- Have you received the U.S. Environmental Protection Agency's ENERGY STAR certification? If so, in what year was the certification earned?
- Are you currently tracking your school or district's energy use in a tool such as ENERGY STAR Portfolio Manager? If so, what tool and for how long?
- Do you have an energy management plan in place at your school or district?
- How has the school/district reduced its total non-transportation energy use (i.e., electricity, lighting and heating/cooling) from an initial baseline?
- Provide your percentage reduction measurement unit used (kBtu/sf, kBtu/student, or annual therms). Include time period, and how documented.
- Are there any student-led energy saving campaigns in place?
- Is a purchasing and procurement policy for energy efficient products in place?
- Are there occupancy sensors or daylight harvesting controls in the building(s)?
- What percentage of your energy consumption comes from on-site renewable energy (solar, wind, biomass, etc.) generation or purchased renewable energy?
- Can your school or district demonstrate a reduction in greenhouse gas emissions? What is the percentage of reduction and the time period of reduction? How is it documented?

Insert Narrative Here:

In addition to the facility improvement projects mentioned in the Summary Narrative, the School District of Jenkintown takes an active role in promoting energy conservation and energy efficiency in an effort to reduce greenhouse gas emissions in its operations day-to-day and year-to-year. The school district received the U.S. Environmental Protection Agency's ENERGY STAR certification in 2010. We have tracked our energy usage using ENERGY STAR Portfolio Manager for the years 2011-2013, and are currently updating our data for 2014 and 2015 year to date.

Our Information Technology department continues to look at the infrastructure and see what changes can be made to improve technology and save energy. Our outdated equipment is recycled through an electronic waste program that not only properly disposes of the waste, but also provides revenue for the school. Last year it was over \$4,000. Our students benefit from a community toner-recycling program. Any used printer cartridges from the community are collected at the school and the proceeds from this program fund our afterschool computer club in the high school. We recently became a google apps school. Through this technology, we have been able to eliminate servers, saving the district money and reducing electricity not needed to power the servers. Our headend room is appropriately sized so the temperature control for the equipment is not being used to cool additional space. Operational efficiency is the name of the game with this department, always looking to eliminate waste and save energy.

All school district equipment is purchased from local businesses and feature ENERGY STAR ratings. Ongoing outdoor lighting upgrades have converted many of our older lighting fixtures to the latest LED technology. All replacement fixtures will be LED fixtures. In addition, the newest part of our facilities, the administrative wing, has been furnished with occupancy sensors to minimize energy expenditure for lighting. These areas are serving as a case study, to help assess where further upgrades might be beneficial. Classrooms lights will be converted to LED, with most of the conversion being completed by August 2016.

The district installed photovoltaic array on the roof of the school that supplies 1% of the energy to the district. (See attached Sustainable Development Fund Solar Photovoltaics Grant Program letter). In addition, the consortium, through which our energy is purchased, has consistently invested in another 1-1.5% of renewable energy purchases. Our goal is to increase these numbers significantly by continuously seeking ways to reduce our energy consumption, while simultaneously expanding our solar array to increase production.

On the operations side, the district moved to a four-day workweek over the summer months to reduce the air conditioning load by 20%. In addition, all HVAC filters are changed quarterly to ensure optimal operating efficiency.

In the classroom, Middle/High School students conducted an energy audit at the middle/high school as part of a unit of instruction. Students conducted the audit under the direction of the science teacher and reported their results to the school administration and the Board of Education.

Element 1B: Improved water quality, efficiency and conservation

Provide a 500-word maximum narrative of how your school or district is progressing toward water conservation. Below are guiding questions to help frame your narrative.

- Do your facilities have low flow fixtures (e.g., faucets, toilets, sinks)?
- Can the school/district demonstrate a reduction in total water consumption intensity (measured in gallons/square foot or gallons/occupant) from an initial baseline?
- Do you conduct audits of facilities and irrigation systems to make sure they are free of significant water leaks and to identify opportunities for savings?
- Do all outdoor landscapes consist of water-efficient or regionally appropriate plants (native species and/or adapted species)?
- Does your school use a smart irrigation system that adjusts watering time based on weather conditions?
- Has your school or district implemented storm water best management practices and/or low-impact development strategies (i.e., rain gardens, vegetated swales, pervious paving, rainwater harvesting, green roofs)?
- Does your school or district use non-potable water sources, such as rainwater or greywater (i.e., water from sinks or kitchens), for irrigation or toilet flushing?
- If you use drinking water from a well, how is the water source protected from potential contaminants?
- Do you have a program in place to control lead in drinking water, including voluntary testing and measures to reduce lead exposure in drinking water)?
- Are all taps, faucets and fountains used for drinking and cooking cleaned on a regular basis to reduce possible bacterial and other contamination? Are faucet screens and aerators regularly cleaned to remove particulate lead deposits?

- Is an area of the school/district grounds devoted to ecologically or socially beneficial uses, including those that give consideration to native wildlife (such as school vegetable garden, wildlife or native wildlife habitat, outdoor classroom, running/walking trails, environmental restoration project, etc.)?
- Describe other ways you are working to improve water quality, efficiency and conservation.

Insert Narrative Here:

We have made significant strides in our water conservation practices this year with a regrading project of the playground baseball field. Serious runoff and erosion issues plagued the formerly dirt infield. After extensive re-grading and the installation of a pervious substrate for all but the pitcher's mound and bases, the field's ability to manage its own water absorption during heavy rains has improved dramatically, thereby mitigating local flooding of nearby creeks. Similar plans are being finalized for the upper field to improve drainage and stop storm water run of the upper field project is planned to be completed by August 2016. A licensed engineer has conducted all improvements to the fields and permits have been obtained through the Borough of Jenkintown to ensure that all work complies with NPDES, state standards and best practices.

Feasibility studies are currently underway to examine the possibility of additional water harvesting from our roofs and High School baseball field under a Growing Greener Grant. In addition, our Landscape Strategic Plan calls for native species in all future development (see attached).

Under the umbrella of this strategic plan, we have been converting areas of our school grounds to educational and ecologically beneficial uses. Since its establishment, our school garden has served as an outdoor classroom for lessons in nutrition, biology and lab experiments on soil testing, while creating an opportunity for community engagement during summer care. Likewise, our newly formed Imagination Grove has transformed an overgrown plot of land into a schoolyard habitat featuring native species, providing an additional outdoor classroom and meditation garden. Both the School Garden and Imagination Grove have their own rain barrels to provide irrigation for the plantings. And a sloped area of the school yard resulting from the installation of a new basketball court, which proved challenging for lawn care, was converted to Blueberry Hill, a plot of blueberry bushes which replace the need for mowing with pollinator-friendly plants that also reflect our school colors: blue (berries) and red (leaves in autumn).

Within our facilities, we have performed bathroom upgrades to include low flow fixtures and automatic shut offs at the sinks and toilets. Since making the improvements we have realized steady improvement in water conservation. Our water management service performs monthly water purity testing, as well as pressure testing to identify any leaks. All taps, faucets and fountains are cleaned daily to reduce possible bacteria and contaminant exposure. In addition, all faucet screens and aerators are cleaned monthly to remove any particulate deposits.

Element 1C: Reduced waste production, improved recycling, and composting programs

Provide a 500-word maximum narrative of how your school or district diverts solid waste from landfills and incinerators by reusing, recycling, and/or composting. Include a description of how you dispose of hazardous waste. Below are guiding questions to help frame your narrative.

Municipal Solid Waste

- What percentage of waste is diverted from the landfill or incinerator by reuse, composting and/or recycling?
- Does your school or district have a yard and/or food waste composting system?
- Are you using post-consumer recycled products or wood products certified by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard when possible?
- Are procurement policies in place to encourage the purchase of recycled content materials, supplies or furniture?
- Are other waste reduction programs in place?

Hazardous waste

- How much hazardous waste do you generate (pounds/person/year)? How is it disposed?

- Is there a hazardous waste policy in place and actively enforced for storage, management and disposal of chemicals, and hazardous waste in laboratories and other areas?
- What percentage of total computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products? How do you dispose of unwanted computer and other electronic products?
- Do you use certified "green" cleaning products that meet the environmental standards of established eco-label programs (e.g., Green Seal, Ecologo, etc.)?
- Is your custodial program certified by the Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard – Green Building, or an equivalent standard?
- Has your school or district participated in PADEP School Chemical Cleanout Campaign (SC3)?
- What other indicators show that you are reducing waste and eliminating hazardous waste?

Insert Narrative Here:

The Middle School/High School is a newly registered Eco-School and has chosen the Waste and Consumption Pathway as its inaugural activity. The Eco-Action Team recently organized the initial waste audit, collecting, sorting and measuring the waste produced from the entire school over the course of a day. Students enrolled in statistics math classes will now analyze the data collected by the science students. Likewise, the art students will be creating sculptures out of the plastic, glass and metal recyclables collected. Once the data has been assembled, the Eco-Action Team will formulate a plan to divert the maximum amount of waste destined for landfill to either recycling streams or compost.

Several composting sites already exist at the School Garden, Imagination Grove and within a memorial garden for a former student. We hope to increase the scale of these composting sites and/or add to their numbers as part of the Eco-School Waste and Consumption pathway project.

The school district's procurement policy encourages the use of recycled content products wherever possible. Our walk-off mats are 100% recycled material.

In 2013, the Jenkintown School District participated in PADEP School Chemical Cleanout Campaign, thereby reducing the need to store hazardous waste in house. Our hazardous waste policy ensures the purchase of these chemicals to be limited to only what is actively needed in our school's laboratories. The school district has designated one person to monitor the chemical inventory and to assure the staff that only necessary chemical are purchased and retained. Likewise, all of our cleaning products underwent review with environmental professionals involved with the Home and School Sustainability Committee in 2012. Changes were made where necessary to ensure that all products currently in use have the Green Seal label.

Element 1D: Use of alternative transportation to, during, and from school

Provide a 500-word maximum narrative of how your school or district is promoting alternative transportation, utilizing alternative fuels, and/or upgrading current modes of transportation. Below are guiding questions to help frame your narrative.

- What percentage of students walk, bike, bus or carpool (i.e., two or more students in the car) to/from school?
- Do you have a no-idling policy on file and signs posted stating that all vehicles, including school buses, are to limit idling on school/district premises?
- Are all vehicle loading and unloading areas at least 25 feet away from all buildings' air intakes (including doors and windows)?
- Describe how your school/district transportation fleet reduces environmental impacts (e.g. percentage of electric/hybrid/alternative fuel vehicles, idle reduction equipment, bus route revised to reduce fuel usage/emissions).
- Have you participated in PennDOT's Safe Routes to School program?

Insert Narrative Here:

The School District of Jenkintown serves the one-square-mile Borough of Jenkintown. There is no bus service; most children walk or bike to school every day. Our annual Walk to School Week event (see attached flyer) shines a spotlight on the many benefits of this situation while connecting our community to others all over the world on International Walk to School Day.

The statistics we collect during that week show an average of 80% of our elementary students and 60% of our middle and high school students walk or bike to school. In an effort to approach 100%, we joined with Montgomery County's Health Department's Pedestrian Safety Program in 2014 and initiated a Walking School Bus program that partners older students with younger ones on their neighborhood to walk to school together.

PILLAR TWO: POSITIVE IMPACT ON STUDENT AND STAFF HEALTH

Element 2A: Integrated school/district environmental health program

Provide a 1,500-word maximum narrative of how your school or district is improving the quality of health for students and staff. Keep in mind that an integrated school/district environmental health program is based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations and maintenance of schools and grounds. Below are guiding questions to help frame your narrative.

Integrated Pest Management

- Do you have an integrated pest management plan in effect to reduce or eliminate pesticides?
- Do you follow posting guidelines regarding the application of pesticides and herbicides? Do you notify parents and school employees about methods of application?
- Do you maintain annual summaries of pesticide applications, copies of pesticide labels, copies of notices and Material Safety Data Sheets (MSDSs) in an accessible location?
- Do you prohibit children from entering a treated area for at least eight hours following the application (or longer if required by the pesticide label)?

Ventilation

- Does your school/district meet ASHRAE Standard 62.1-2010 (Ventilation for Acceptable Indoor Air Quality)?
- Are local exhaust systems (including dust collection systems, paint booths and/or fume hoods) installed at all major airborne contaminant sources, including science labs, copy/printing facilities and chemical storage rooms?
- Have you installed energy recovery ventilation systems, where feasible, to bring in fresh air while recovering the heating or cooling from the conditioned air?

Contaminant Controls

- Radon: Have all ground-contact classrooms been tested for radon within the past 24 months?
- Carbon Monoxide: If you have combustion appliances, do you have an inventory of all combustion appliances and annually inspect these appliances?
- Mercury: Has your school or district eliminated mercury containing thermometers, elemental mercury, chemical compounds, art chemicals, etc.?
- Do you recycle or dispose of unwanted laboratory chemicals, mercury thermometers, gauges and other devices in accordance with federal, state and local environmental regulations?
- Chromated Copper Arsenate: Have you replaced or sealed wooden decks, stairs, playground equipment or other structures treated with Chromated Copper Arsenate within the past 12 months? What percentage?

- Secondhand Tobacco Smoke: Do you prohibit smoking on campus?
- Asthma Control: Do you have an asthma management program in place consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools Guidelines?
- Indoor Air Quality (IAQ): Do you have a comprehensive indoor air quality management program consistent with EPA's Tools for Schools?
- Moisture Control: Are all structures visually inspected on a regular basis to ensure they are free of mold, moisture and water leakage?
- Describe any other measures regarding the school or district's built and natural environment that you take to protect student and staff health.

Insert Narrative Here:

With the health and safety of our staff and students in mind, our integrated pest management plan (see attached) is in place to reduce to the point of elimination toxic pesticides and herbicides. When these substances do need to be used, however, signs are posted on both the property and the school district website, notifying people of the treatment and when it will be safe to enter the treated area again. Likewise, Material Safety Data Sheets are posted online for each of the products used.

When it comes to indoor air quality, the district meets ASHRAE Standard 62.1-2010. Fume hoods are located in the chemistry lab and a point exhaust unit sits over the kiln in the Middle School/High School art room. Radon testing is performed every three years; our last test in 2013 indicated passing levels. Our boilers are serviced semi-annually, and our air-vent ducts and the hood/vent exhaust system in the cafeteria are cleaned annually. (See attached Testing Results Through 11-30-2015) Smoking is prohibited on campus, and all structures are visually inspected on an ongoing basis for mold, moisture and water leakage.

Our facility management's cleaning products have all received the Green Seal label. In addition, one of the service projects from this year's Green Apple Day of Service was the assembly of classroom kits for each of the Elementary School classrooms, as well as the Middle School/High School science and art rooms. Each kit contained two VOC mitigating plants and a spray bottle of vinegar and water for surface cleaning, along with some reusable rags.

The district identified non-friable but potentially hazardous asbestos containing floor tiles during routine inspection in 2001. Because of the age of the asbestos containing hazardous material and the unknown possible negative effects on students and staff, the district decided to remove the floor tiles. In the summer of 2015, the district decided to remove all asbestos containing hazardous floor material from the school district and replace with new floor covering material. The district, through their testing lab, is aware of only two very small areas containing asbestos materials and those areas will be remediated in the summer of 2016.

Element 2B: High standards of nutrition, fitness and outdoor time

Provide an 800-word maximum narrative of how your school or district is improving the physical and mental health of students and staff. Below are guiding questions to help frame your narrative.

Fitness and Outdoor Time

- What is the average amount of time over the past year that each student engaged in school-supervised physical education and/or outdoor time per week?
- Do you have outside classrooms or learning labs available?
- Describe any other outdoor exercise opportunities and nature-based recreation available to students.

Food

- Do you participate in USDA's Healthier School Challenge program or another nutrition recognition program?
- What percentage of food purchased is certified as environmentally preferable (e.g., Organic, Fair Trade, Food Alliance, Rainforest Alliance, etc.)?
- What percentage of food purchased is grown and processed locally, including food grown on school grounds?
- Does the school/district have an onsite garden in which the students participate?

Ultraviolet (UV) Safety

- Does your current student body participate in EPA's Sunwise Program or an equivalent program? What percentage of the student body participates?

Mental Health

- Does your school use a Coordinated School Health (CSH) approach or other related initiatives to address overall school health issues?
- Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety?
- Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.).

Insert Narrative Here:

The average amount of time each student in our Elementary School spends in school-supervised physical education and/or outdoor time per week is nearly four hours, with the Kindergarten and first grade students having over six hours. Although that number is, at times, lower in the Middle School/High School (students enrolled in gym class get an average of 3.5 hours), the data can be misleading, as 87% of our MS/HS students also participate in one or more school team sports.

In addition to this regularly scheduled activity time, many classes also make use of the outdoor spaces of our School Garden and Imagination Grove in their curriculums. In addition, for the past two years, a member of the Jenkintown Borough's Environmental Action Committee has taken groups of fifth graders on a nature safari walk through a nearby park to complement their science program. The Home and School's School Garden Committee established a Gardening Club for the elementary school students last spring. The annual Green Apple Day of Service and Earth Day events also focus on outdoor activities and place making. Within the past two years, we have established a Toy Truck Park and a Fairy Garden to accompany the traditional playground equipment, in the hopes of engaging more children in outdoor activity. Both areas are receiving many visitors both during and outside of school hours.

In addition to our 2014, partnership with Montgomery County Health Department's Pedestrian Safety Program, our own Home and School has a Parent Resource Network that offers programs on a variety of topics, ranging from concussion education to mediation and mindfulness. Most recently, the school district played host to Montgomery County's Narcotics Overdose Prevention and Education Task Force. Presentations were made to the MS/HS students during school and to the parents at an evening session on November 16, 2015. Each school strives to create a culture of caring and acceptance for each and every student. The Elementary School begins each day with the JES CARES pledge:

Today, I will do my best to Care at Jenkintown Elementary School
 I will cooperate
 I will accept others
 I will show respect
 I will be eager to learn, and I will be safe

Likewise, at the MS/HS level, there is Bullying Prevention program (see attached Jenkintown School District Keeping Students Safe Bullying Prevention), and a link to Friend Watch - an anonymous reporting vehicle for students concerned

about themselves or another - on the school website. The superintendent monitors the link and each report is investigated thoroughly by the administration. The Board receives a report annually about the number of reported issues and how we are reacting to the overall types of issues.

PILLAR THREE: EFFECTIVE ENVIRONMENTAL AND SUSTAINABILITY EDUCATION

Provide a 1,500-word maximum narrative about how your school or district is improving sustainability and environmental literacy for students and staff. Below are guiding questions to help you frame your narrative.

Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems

- Does your school or district have a graduation requirement for environmental or sustainability literacy?
- How are environmental and sustainability concepts integrated throughout the curriculum?
- Is your school district's curriculum aligned to the Pennsylvania Academic Standards for Environment & Ecology?
- If your school/district does not conduct environmental science, sustainability or environmental education assessments, what percentage of your students scored proficient or better on the state science education assessments last year?
- Are professional development opportunities in environmental and sustainability education available to all teachers at least every other year?
- Does your environmental education curriculum pay particular attention to scientific practices, such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and engaging in argument, and applications based on evidence?
- Do your students have meaningful outdoor experiences (an investigative or experiential project that engages students in critical thinking, problem solving and decision-making) at every grade level?
- How are the sustainable elements of your building used as an educational opportunity?

Insert Narrative Here:

Through the Eco-Schools USA guidelines, we have challenged our administration, staff and teachers to creatively incorporate environmental education into the curriculum in meaningful ways. Some of these feats are formal in nature through curriculum, while others are happening organically. For example, the World Language Honors reception had our choir perform a meaningful song for the occasion. The teachers choose a song about Mother Earth for the program. This composition illustrated our need to respect the global environment and prompted our students in the music and language programs to understand the impact of their actions. The humanities are not the only place where this creativity is taking place. Our facilities manager knew that waste recycling was one of the goals for this year's student led efforts, so he arranged a tour for administration, teachers, students and parent leaders at the Philadelphia Eagles' Lincoln Financial Field to see what they were doing to manage waste in such a large facility. By seeing what industry leaders are doing, we were able to expose our students to different career path opportunities. Our school garden inspires curiosity every year with the plantings. This year we were sure to add more plants that encourage pollinators so we could explain their importance to the ecosystem.

Element 3B: Use of the environment and sustainability to develop STEM content knowledge and thinking skills

Provide an 800-word maximum narrative of how your school or district is utilizing the environment and sustainability to improve STEM knowledge and problem-solving skills. Below are guiding questions to help frame your narrative.

- Does your general science curriculum include a deep understanding and connections of life, physical and earth sciences?

- Does your curriculum provide connections between classroom content and college and career readiness, particularly to post-secondary options that focus specifically on environmental and sustainability fields, studies and/or careers?

Insert Narrative Here:

The school district is aligned with the Pennsylvania Academic Standards for Environment & Ecology. However, we go beyond these standards. We recognize that as educators, one of our jobs is to prepare students for careers that may yet be unknown. In helping them to understand career opportunities in the world beyond high school, we incorporate internship programs into the curriculum. Many of our seniors spend the last five weeks of their senior year participating in internships. This year, several students participated in programs that involved environmental education: one student worked on an urban farm and several students worked with a local sustainability consultant. Students have participated in summer programs that discussed entomology at the summer sparkle program and a nature walk looking at native species in the neighborhood. Moreover, the entire sixth grade class is participating in the PECO Smart Energy Saver Program. The program is designed to teach the children the value of energy and water and is intended to help their families save money on utility bills.

Element 3C: Development and application of civic engagement knowledge and skills

Provide a 500-word maximum narrative of how your school or district is improving civic and community partnerships toward sustainability. Below are guiding questions to help frame your narrative.

Community and Civic Engagement

- Are your students required to conduct an age-appropriate civic/community engagement project around a self-selected environmental or sustainability topic at every grade level?
- Do you partner with local academic institutions, businesses, government agencies, nonprofits, informal science institutions and/or other schools to help advance the school/district and community toward sustainability and other environmental issues?
- Do you have outdoor classrooms on your grounds that include native plantings or a community garden? If so, how do you use them to teach an array of subjects in context, engage the broader community and develop civic skills?
- What are other indicators or benchmarks of your progress toward the goal of 100 percent of your graduates being environmental and sustainability literate?
- What opportunities exist for parents to learn about the green practices implemented at your school, including how these practices are benefiting the children and reducing operation and maintenance costs?

Insert Narrative Here:

This is an area we are most excited about this year especially. Since its inception in 2012, we have supported the US Green Building Council's Green Apple Day of Service. This year we were able to get support from our sports team in doing service projects in our garden and creating healthy living kits for the classroom. The healthy living kits included plants for clean air in the classroom, and chemical free cleaners for the classroom as well. This year these efforts included volunteer efforts from our landscaping contractor Trugreen; they helped with our rain garden and in doing so got a better understanding on how to manage this type of landscape structure. Our Home and School group has a dedicated Sustainability subcommittee that organizes clothing swaps for band recitals and book drives at the end of the year. This committee has also created wellness programs for teachers and parents in the evening that include mindfulness programs and the benefits of Yoga.

Addendum

School District of Jenkintown:

We received two applications from you that were identical, except for the fact that one listed “The School District of Jenkintown” as your school name, and the other showed “Jenkintown Middle High School” as the school name. Are we correct in saying that you are applying as “The School District of Jenkintown?”

Yes, we are applying as a district.

In your summary narrative on last year’s application, paragraph 3 explains in detail how your environmental science teacher had the students conduct their own energy audits of the school building. This information is missing from this year’s application. Could you please either add this information to this year’s summary narrative and/or in one of your pillar 3 narratives?

The best way to showcase how we operate through our partners is to give an example of a project we did on energy efficiency. Through the partnership we have with the Delaware Valley Green Building Council, we became aware of a scholarship program for our teachers. Our environmental sciences teacher, Ms. Anne Van Meter, was the recipient of one of these scholarships. Through her learning, we were able to get a grant from PECO to monitor our electricity. Ms. Van Meter was able to work with students to identify places in the building where we could create efficiencies and reduce usage. Not only did the students benefit from the science of the project, but they also made presentations to the School Board and to the Jenkintown Borough’s Environmental Action Committee. The students were fully engaged in the process, learned both science and presentation skills, and the District benefitted from the findings.

In the pillar one narrative on last year’s application, you stated “We have a grant from the state of Pennsylvania to design a storm water management system that will irrigate our football field.” Was that grant ever completed? If so, could you please provide a few sentences in element 1B of this year’s application explaining the results of that grant, and how it improved storm water management or reduced irrigation water on your football field?

The grant is on-going. The Boro requested that we correct a drainage problem on the lower field that caused the upper field storm water management to be held in abeyance until the lower field was complete. Planning on the upper field has resumed and the project will be bid this spring. The storm water management system that will irrigate the football field is an integral part of the upper field plan.

In element 1A, you state “We have tracked our energy usage using ENERGY STAR Portfolio Manager for the years 2011-2013, and are currently updating our data for 2014 and 2015 year to date.” Could you please provide your current Energy Star score in element 1A?

Energy Score: 27

Element 1A of your application states that “All school district equipment is purchased from local businesses and feature ENERGY STAR ratings.” Does this mean you have a purchasing policy that requires all your new equipment to carry the Energy Star label? If so, please state that specifically in element 1A.

We have a purchasing policy but it does not specifically require Energy Star rating. But the superintendent requires that all purchases must first look at Energy Star rated purchases. Due to our size all purchases are reviewed by the superintendent and when appropriate only Energy Star purchases are approved.

One of the guiding questions that we asked on the application for element 1A was “Do you have an energy management plan in place at your school or district? Could you please state the answer to this question in element 1A?

We are working toward an energy management plan using Eco Schools - Energy pathway. We anticipate that the management plan will be in place in 2017-18 school year.

In last year's application, you stated "Because we are a school driven by technology...We have reduced the amount of paper used between student and teacher at the high school by 22%." Similarly, in your summary narrative from this year's application, you noted "a move in the 2013-2014 academic year to provide Chromebooks for all fifth through 12th graders and moving to a Google-based academic platform, thereby reducing printing and copying needs, have resulted in a 10% reduction in electrical consumption." Was the 22% reduction in paper use that was noted in last year's application a result of the move to Chromebooks? If so, could you please add that percentage paper reduction to your summary narrative in this year's application?

Between this transition to the Google platform and policies put into place to promote double-sided printing of all necessary print materials and to publish all School Board documents online only, we have also realized a 22% reduction in paper consumption.

Element 3A of our application asks "Are professional development opportunities in environmental and sustainability education available to all teachers at least every other year?" This answer was missing from your application. Could you please answer this question in element 3A, and if possible, provide a percentage of teachers that participate in environmental or sustainability-related professional development?

In an effort to stay abreast of the latest research and innovations, members of our staff attend between one and three conferences every other year focusing on environmental or sustainability related professional development. When they return, they are then tasked with educating their peers with the knowledge they've gained during in-service days. In 2016, we will be sending one of our Elementary School teachers to the Green Schools Conference and Expo in Pittsburgh, PA. We have also invited the Chair of our Home and School Association's Sustainability Committee to speak at our staff meetings to both introduce us to and guide us through the Eco-Schools USA Program. In this way, we intend to approach a 100% level of participation of our staff in environmental or sustainability related professional development.

On our application in element 3A, we ask you to explain how your curriculum encourages interdisciplinary learning between environmental, energy, and human systems. Element 3A also asks how environmental and sustainability concepts are integrated throughout your curriculum. We felt this information was missing from your application. Could you please try to answer these questions in element 3A?

Through the Eco-Schools USA guidelines, we have challenged our administration, staff and teachers to creatively incorporate environmental education into the curriculum in meaningful ways. Some of these feats are formal in nature through curriculum like math and science, while others are happening organically. For example, we used a beautiful musical composition by Brian Tate, *Gently, Walk on Earth*, sung by our choir to help educate students on the fragility of our planet. Our World Language Honors recognition program had our choir perform this meaningful song to the school community and their parents at this event. The teachers choose this piece about Mother Earth for the program and discussed the meaning of the song and its importance to our multicultural world to "Enjoy the world gently; if we spoil it; it will not return." This composition illustrated our need to respect the global environment and challenged our students in the music and language programs to understand the impact. Our visual arts program takes our students outside to photograph nature. Our art department uses recycled materials to produce art pieces and talks about that process.

The humanities, however, are not the only place where this creativity is taking place. Our facilities manager knew that waste recycling was one of the goals for this year's student led efforts, so he arranged a facility tour for administration, teachers, students and parent leaders at the Philadelphia Eagles' Lincoln Financial Field to see what they were doing to manage waste in such a large facility. By seeing what industry leaders are doing, we were able to expose our students to

different career paths. Our school garden inspires curiosity every year with the plantings. This year we were sure to add more plants that encourage pollinators so we could explain their importance to the ecosystem. We discussed the farm to table concept and how important it is to know where your food comes from.

In element 3B, you stated “Many of our seniors spend the last five weeks of their senior year participating in internships. This year, several students participated in programs that involved environmental education: one student worked on an urban farm and several students worked with a local sustainability consultant.” Do you encourage students to do environmental internships, or did it just so happen that these students select these particular sustainability-related internships? If you do encourage them, please explain briefly in element 3B.

Student internships are meant to help students look at future college choices and employment choices. Since we are providing students with a rich environmental curriculum both formal and informal our students naturally gravitate toward sustainability related internships.

In last year’s pillar 3 narrative, you stated “Our students work with outside groups like our Shade Tree Commission to repopulate the town with trees.” Could you please add this sentence to element 3C in this year’s application?

Element 3C:

This is an area we are most excited about this year especially. Since its inception in 2012, we have supported the US Green Building Council’s Green Apple Day of Service. This year we were able to get support from our sports team in doing service projects in our garden and creating health living kits for the classroom. The healthy living kits included plants for clean air in the classroom, and chemical free cleaners for the classroom as well. This year these efforts included volunteer efforts from our landscaping contractor Trugreen; they helped with our rain garden and in doing so got a better understanding on how to manage this type of landscape structure. Our students work with outside groups like our Shade Tree Commission to repopulate the town with trees. Our Home and School group has a dedicated Sustainability subcommittee that organizes clothing swaps for band recitals and book drives at the end of the year. This committee has also created wellness programs for teachers and parents in the evening that include mindfulness programs and the benefits of Yoga.